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ABSTRACT

The Georgia Instructional Assistance Program (IAP) earmarked $3,200,000 in grants to local school systems for supplemental instructors and aides in the form of additional certificated and/or noncertificated personnel to provide assistance in the elementary grades to classroom teachers. It was anticipated that through the intensive instruction and training all students would be able to achieve in the various subject matter areas in accordance with their potentials and abilities. This report describes and evaluates the implementation of this program in six elementary and two middle schools of the Atlanta Public Schools. Overall, the IAP resulted in more observable and measurable achievements by pupils and in more professional growth of staff members. The majority of all teachers who participated in the program favor continuing the program. (Author/DN)

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INSTRUCTIONAL ASSISTANCE PROGRAM
FINAL REPORT
1972-73

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I. RATIONALE

The Instructional Assistance Program (IAP) was designed to give educational administrators a chance to make changes in school systems throughout the State of Georgia that would make a difference in the levels of success for boys and girls and to give classroom teachers time to teach without having to assume nonrelated teaching duties. The program was made possible when the Georgia General Assembly passed a bill during the 1971 session which provided funds for the implementation of the IAP. The contents of the bill are as follows:

> Provided that the amount of $3,200,000 in grants to local school systems for supplemental instructors and aides shall be used to provide assistance in elementary grades in the form of additional certificated and/or noncertificated personnel to assist classroom teachers in providing intensive instruction and training in order to enable all students to achieve in the various subject matter areas in accordance with their potential and abilities. Such personnel shall be made available to local school systems within the limits of funds available by the State Department of Education on the basis of applications by the local school systems and a determination of critical need by the local school system and the State Department of Education. (Conference Committee Report on H. B. 91.)

Since each public school system in the State of Georgia was invited to participate in the IAP, the Atlanta Public Schools was one of the systems that accepted the challenge to prepare an application for funds. Curricular areas were selected, the needs of the selected areas were analyzed, and the programs to be developed were described in a proposal.

After having been funded in September of 1971, the IAP was initiated in six elementary and two middle schools of the Atlanta Public Schools: Kennedy Middle School (Area I); Thomasville Elementary School (Area II); Walden Middle School (Area III); Ben Hill Elementary School, Kimberly Elementary School, Miles Elementary School, and Peyton Forest Elementary School (Area IV); and Drew Elementary School (Area V).

During the 1972 session of the Georgia General Assembly, it was voted to continue the Instructional Assistance Program for the 1972-73 school year. The grant was based on the number of state allotted teachers in each school system serving in grades 1-7, at the same rate per teacher as the previous year. Since the number of state allocated teachers in the Atlanta system for FY 73 was slightly fewer than the previous year, the grant for the second year was less and the number of personnel could not be increased. Thus, the

Instructional Assistance Program operated for a second year in the same eight schools and essentially in the same way that it had operated during FY 72. However, during the second year many of the personnel had the advantage of having worked together for a whole year and the goals of the program were understood more clearly than for the FY 72; therefore, there were many positive gains made by pupils in the affective and cognitive domains.

II. CURRICULAR AREAS

For a second year the selected curricular areas in which the needs for pupils in the eight schools seemed to be critical were the following:

A. Communication Skills -- reading, speech, and composition.

B. Social Studies -- knowledge, skills, and attitudes.

C. Other Areas -- art, music, and physical education.

III. DESCRIPTION AND ANALYSIS OF NEEDS IN THE SELECTED CURRICULAR AREAS

The needs of the pupils were ascertained to be as follows:

A. Pupils who were below grade level in reading needed corrective measures and materials to give them reading skills for further learning. Pupils who already read well needed opportunities and materials to develop their full potentials in reading, speech, and composition.

B. Pupils needed to obtain some basic knowledge about their city, state, nation, and world. They needed to develop problem-solving skills for use in studying social problems. Also, they needed curricular materials and experiences which would foster the attitudes of good citizenship.

C. The school should be concerned with the development of the whole child, not just his communication skills and abilities in social studies, important as they may be. The pupil also needed educational activities which would help him to have good health, wholesome exercise, and life fulfilling experiences, as those found in art, music, and physical education.

IV. GOALS

Although each school formulated its own behavioral objectives, the major goals of the program were as follows:

A. To provide professional and paraprofessional personnel to implement the instructional programs needed by the pupils.

B. To provide new organizational and administrative structures which would increase teacher effectiveness and pupil achievement.

C. To produce, evaluate, and perfect new instructional media and strategies.

V. BASIC PLAN

The Assistant Superintendent for Instruction, the Assistant Superintendent for Research and Development, the Area Superintendents, the Executive Director of Curriculum, the Executive Director of Learning Resources, the Director of Title I (Public Law 89-10), the Director of Services for Exceptional Children, the Director of the Curriculum Improvement Program, curriculum coordinators from the various curricular fields, resource teachers, lead teachers, and others participated in planning the program for the initial year.

The planners of the program believed that the critical need of teachers, working on instructional teams in modern, flexible school buildings, is adequate time for team planning. Research findings also indicate that instructional teams function best when they have sufficient time to plan for instruction. Careful planning is necessary to utilize fully the special talents and abilities of the various instructional team members and to schedule appropriate activities to meet the interests and needs of the individual pupils. Furthermore, adequate planning is necessary to use effectively the available instructional facilities and media. Accordingly, the project endeavored to improve the quality of instruction by providing additional personnel to instruct successive groups of pupils in such curricular areas as art, music, and physical education, while simultaneously relieving successive groups of other instructional personnel for team planning.

The planners of the project also believed that the instructional program could be improved by providing multi-media learning activity packets, additional vocational materials, counseling assistance, and special psychological services for pupils having special problems.

The basic plan of the program was found to be sound during the 1971-72 school year; therefore, for the most part, the same plan was used during the 1972-73 school year. However, since the amount of the grant was smaller, steps had to be taken to modify the budget. First, the counselor and professional psychologist positions which were not filled during FY 73 were eliminated. Second, the schools that had aides whose services were terminated were not given replacements for these aides.

VI. MANAGEMENT AND CONTROL

A total of 38 persons were employed to implement the Instructional Assistance Program (IAP) in six elementary schools and two middle schools. The personnel who worked in the program and their duties were as follows:

Kennedy Middle School (Area I)

At Kennedy Middle School, a small team consisting of a lead teacher and a general teacher aide worked with the regular classroom teachers of grades six and seven to foster the integration of vocational materials into the school curriculum. Since the aide in IAP was ill and there was no replacement for her for several months after her death, the lead teacher did not have any assistance for much of the school year.

Thomasville Elementary School (Area II)

The team at Thomasville Elementary School consisted of a communication skills teacher, an art teacher, a music teacher, and a physical education teacher. This team had the benefit of having worked together during the 1971-72 school year. Since there had been conflict among the teachers in assigning duties to the aides during the previous year, no aides were assigned for the FY 73 school year.

Walden Middle School (Area III)

At Walden Middle School, a communication skills teacher, a social studies teacher, a foreign language teacher, a Spanish speaking assistant teacher, a media specialist, a mathematics teacher, a science teacher, and a typist worked under the leadership of a lead teacher (program assistant). The majority of the team members had worked together during the previous school year. The entire program was coordinated by the Coordinator of Foreign Language for the Atlanta Public Schools.

Ben Hill Elementary School (Area IV)

For the FY 73 school year, the instructional assistance team at Ben Hill Elementary School included a lead teacher, an art aide, a music aide, and a physical education aide. As previously explained, the general teacher aide was omitted from the budget.

Kimberly Elementary School (Area IV)

At Kimberly Elementary School, a lead teacher, an art teacher aide, a music teacher aide, and a physical education aide served as a team. The general aide position was not filled the second year; however, the three other aides had worked together during the first year of the program. The lead teacher was a new member during the FY 73 school year.

Miles Elementary School (Area IV)

The team at Miles Elementary School was composed of a lead teacher, an art teacher aide, a music teacher aide, and a physical education teacher aide. Since one of the aides did not perform her duties satisfactorily the general teacher aide position was not filled for the second year.

Peyton Forest Elementary School (Area IV)

The same team members who had served together during the FY 72 school year at Peyton Forest Elementary School worked together for a second school year. The team included a lead teacher, an art teacher aide, a music teacher aide, and a physical education teacher aide.

Drew Elementary School (Area V)

The IAP team at Drew Elementary School was very small considering the enrollment of over 1,000 pupils; therefore, the team only served grades four through seven. The same team members, who worked together the previous school year included a lead teacher, an art teacher aide, a music teacher aide, and a physical education teacher aide.

Summary

All of the personnel specified in the continuation proposal were employed for FY 73 in the Instructional Assistance Program (IAP). Since the majority of the people had functioned together in teams the previous school year, the IAP began operation with the opening of the FY 73 school year. However, at Kennedy Middle School after the sudden death of the aide, a replacement was not employed for several months.

VII. PROCESS

In order to meet the objectives of the programs in the different schools, the following activities were pursued:

Kennedy Middle School (Area I)

The primary purpose of the Instructional Assistance Program at Kennedy Middle School was to assist the regular classroom teachers to integrate vocational materials into the school curriculum. Since the team assigned to foster the integration of materials consisted of a lead teacher and one aide, their activities were limited. Additionally, as has been mentioned previously, the lead teacher had no aide to help him for much of the school year.

As the lead teacher worked with the different teachers and pupils, some of the activities with which he assisted included the following:

A. In Business Education the pupils were taught typing, shorthand, use of various office machines, and the like.

B. The Industrial Arts and Mechanical Drawing classes studied occupations related to building a house.

C. The pupils in the mathematics cluster used weighting scales, calculators, adding machines, and cash registers.

D. The English cluster pupils learned how to write business letters, the art of interviewing, and how to publish a newspaper.

E. Selected pupils were trained to use video taping cameras, cassette tape recorders, movie projectors, and cameras.

F. The pupils who learned to use cameras, etc. were taken to nine different businesses where they filmed and/or taped the work they saw performed by different individuals.

G. Speakers invited to the school to talk about careers included a pilot, a stewardess, a local post office worker, a local grocery store owner, a college student, and a delivery man from a local drug-store.

H. Pupils were encouraged to choose one career and gather articles, pictures, and information about the career.

Thomasville Elementary School (Area III)

The Instructional Assistance Program (IAP) at Thomasville Elementary School provided a team of four certified teachers to augment the regular program. These teachers provided instruction for pupils in art, music, physical education, and communication skills; thus, freeing teachers to plan for instruction. All teachers were freed, in grade teams, four days (one hour each day) a week. One day each week was used by the IAP team for planning.

Essentially, the programs in art, music, physical education, and communication skills were conducted as they were for the FY 72 school year. Of course, modifications were made according to the individual interests and needs of pupils. A brief description of each of the programs will provide information about what was being taught while the teachers planned.

The IAP art teacher provided a program in which the pupil could (1) express his ideas with a variety of media in his art work; (2) respond to the art work done by others; (3) exhibit an awareness of art work in his culture and in other cultures; (4) exhibit good work habits; (5) be taught the aesthetic qualities in nature, in man-made subjects, and in his environment; creatively with ideas and materials rather than copying; and (7) apply art knowledge in his personal, home, school, and community life.

The IAP music teacher conducted a course to give the pupils experiences in various musical activities. The program included singing, music listening, music reading, rhythmic activities, and creative activities. The activities were provided to help the pupils (1) gain an increasing ability to hear music and to respond to it freely and creatively; (2) gain an increasing ability to use their voices accurately in the primary grades and sing in harmony in the upper grades; (3) gain a repertoire of songs for their personal entertainment as well as for sharing with others; (4) gain knowledge in discriminating between loud and soft (dynamics) in their singing and rhythmic activities; (5) enhance the ability to use musically informal rhythm instruments for their own enjoyment; and (6) gain the ability to appreciate different kinds of music and their interpretations.

The physical education program, in which the IAP physical education teacher worked, was designed to strengthen today's youth through physical exploration. The means of exploration extended from movement to team organization. The pupils were taught skills and that the mind and body must be physically, as well as mentally, coordinated. The program was planned to teach the pupils to (1) develop skill in games and activities suitable for after-school play; (2) develop vigor and physical fitness; (3) develop good safety habits; (4) develop leadership skills as well as the skill of being able to follow; (5) develop proper attitudes toward others; (6) develop independence; and (7) develop courage and initiative.

The primary purpose of the communication skills program taught by the IAP communication skills teacher was to bridge the academic gap between underachievers and their more advanced classmates. The pupils were provided with language experiences that they could successfully handle in order to present a challenge without inflicting a defeat. The course, also, was designed to help pupils develop practical language skills based upon communicative aspects of the lives they lead as members of the Thomasville Heights Community and the kinds of lives that they may be expected to lead as adult citizens of the world. The emphasis, therefore, was placed upon the usage of language in listening, speaking, reading, and writing activities suitable for pupils who need high interest, low vocabulary materials.

Walden Middle School (Area III)

The Dynamics and Influences of Culture and Environment Program (DICEP) was part of the Instructional Assistance Program (IAP) at Walden. The title, Dynamics and Influences of Culture and Environment Program, usually shortened to DICEP, stems from the belief that curriculum for the "between" years should focus on helping the child to understand himself and others. Important aims of the curriculum include helping him learn to interact dynamically with his environment, and to relate what can be perceived in the immediate environment to a level of making hypotheses and dealing with abstractions.

Through content derived from the human sciences, the pupil moves from his own environment, observing, comparing, and contrasting through a framework of concepts and values. Language arts and mathematics activities are woven in and deal with content which evolves from the human sciences, but with objectives reflecting goals of skill improvement.

In its first year of operation DICEP achieved a high degree of success in meeting its objectives for children, in helping teachers feel success in working as members of a unified team, and in utilizing an open plan school to advantage.

The DICEP team continued for the second year to develop and field test middle school core curriculum at the A.T. Walden Middle School close to the heart of downtown Atlanta, Georgia. With common problems, needs, and interests of the merging adolescent serving as a focus, integrated material drawn from language arts, mathematics, science, and social science assumed greater meaning for the learner. Pupils were directed primarily through learning activity packets. Thus, the teacher was freed much of the time to give guidance and help to individual children.

Guiding objectives of the DICEP program, facilitating improved learning, for children included the following:

A. To offer the child options of what and how he learns.

B. To place emphasis on improving self-concept through daily success experiences for each child.

C. To make it possible for each child to work at his own developmental stage and learning rate.

D. To help the child to assume greater responsibility for his own learning and to gain greater independence in work habits.

E. To help the child to understand the decision-making process and to formulate a personal value system which will enable him to employ effectively this process.

F. To help the child to develop greater respect for physical facilities and to learn to care for them.

Component parts which were developed to implement the system are preliminary inservice modules for teachers and paraprofessionals, a teacher's resource packet for each unit, and pupils' core modules and skill packets. Multi-media presentations were prepared as an integral part of each component.

At Walden, a team worked on materials to accomplish these purposes. In addition to the project coordinator and project assistant there were curriculum area specialists for language arts, social science, mathematics, science, Spanish, and media. Another member of the team was in Boulder, Colorado this year as a liaison with the Human Sciences project of Biological Sciences Curriculum Study (BSCS). Paraprofessionals were an assistant teacher and a secretary.

Extensive interdisciplinary team planning occurred before the development of each module. Ideas incorporated in materials were based on decisions of the entire group. In the pod where DICEP packets were being tried, the regular teachers also gave feedback and suggestions which were considered in making revisions. The learning activity packet was designed to allow the pupil to work at his own pace and interest level. Starting with broader educational goals, specific objectives were formulated. A rationale helped the pupil understand the reason for a learning experience, and the behavioral objectives told him exactly what was expected of him and how he would be evaluated. The packet described a variety of activities from which the pupil selected the ones which best fitted his maturation and achievement level, style of learning, and interests.

In the core module, the activities usually clustered around a central theme of particular interest to the emerging adolescent -- "Who am I?" "Why do I look and feel as I do?" "What makes people behave as they do?" On the basis of performance in core materials and of diagnostic instruments of interest, pupils were guided into appropriate placement in skill packets in reading, language usage, mathematics, Spanish, map skills, study skills, and equipment use.

In core modules and in skill packets, many of the nonprint presentations were needed to implement learning packets for the slow reader. Also, richer multi-sensory experiences for all learners were developed. Audio cassettes, video tapes, audio flashcards, slides, filmstrips, and flip-charts were among those prepared to meet the needs.

Thus, in learning activity packets, the pupils were directed in their learning experience by the printed word, by recordings, and through the assistance of other pupils. Because this freed the teacher much of the time from the usual role of directing activities in the classroom, he had time to give guidance and to help the individual pupils.

In the teacher's resource packet, were suggestions for classroom management with emphasis on flexible grouping, materials to be used in the unit, and group options for change-of-pace activities. Some suggested activities included peer tutoring, working in the media center, field trips, and self-expression through various art forms. Experiences such as a walking tour to the Capitol and trips to the airport and to Stone Mountain were utilized for examining the pupil's own community. This developed a basis for comparison with other cultures.

A variety of published science, social science, and mathematics programs were used as resources. The pupil's introduction to new material may have come from reading suggested references, from viewing a slide and tape presentation, from a varied third option, or he may have chosen all of these.

Based on the belief that communication skills have more meaning for the pupil when he can see them as useful in everday life and as an integral part of all of his work in school, activities to develop listening, speaking, reading, and writing skills centered around the social science, science, and mathematics contents. Emphasis in English was on acquisition of formal language, discrimination of informal language, and consideration of appropriate uses for each. A variety of machines helped make it possible to give the child several options for arriving at objectives. He may have chosen to meet a writing objective through a "Finish the Story," through free writing, or through a letter writing activity.

To show his comprehension and vocabulary development, he may have:

A. Recorded a tape.

B. Drawn a picture.

C. Worked with the dictionary.

D. Labeled pictures he had cut from old magazines.

E. Played a game of cards.

Whatever his objective might have been the student was always given three or more options for getting there.

Language packets were designed to reinforce understanding of a pupil's native tongue; to give him insight into language as an important aspect of culture; and to give a basis for making an informed decision as to whether he has interest in and aptitude for foreign language study.

After their initial experience in these packets, pupils may have chosen to elect skill development in a foreign language. For their use, Spanish packets were developed.

To provide individualized and personalized instruction for the pupil was the goal of the project throughout the period of planning/developing/implementing/revising. This year there was increasing evidence:

A. That pupils had developed greater independence in work habits.

B. That they showed a more responsible attitude toward their own role in a learning situation and greater respect for physical facilities and the care of them.

C. That they increased in awareness and acceptance of cultures different from their own through understanding some basic concepts and values.

D. That they developed insight into their own language by being introduced to other languages.

E. That they showed greater achievement in the communication skills -- listening, speaking, reading, and writing.

F. But perhaps most important, there was growing evidence that many developed a more positive self-image.

One of the goals in DICEP was to complete packets of materials in an inservice laboratory center for the sixth, seventh, and eighth grades. However, equally important was the creation of an inservice laboratory center where a teacher who would like to use the materials could come to work for a few days as a member of an established team before beginning to use them with a new team. This goal was met to a small degree when the packets of materials were shared with Coan Middle School near the end of the school year. The teachers from Coan came to Walden and observed the program prior to their use of materials.

Ben Hill Elementary School (Area IV)

The Instructional Assistance Program (IAP) was the only project with special funds operating in the school during the 1972-73 school year. Therefore, the focus for the current school year for Ben Hill School was on improving reading instruction through a program using aides to free the regular classroom teachers for group planning in the area of reading. While the teachers were planning, using the process learned in the Instructional Development Institute (IDI), the teacher aides provided educational activities for successive groups of pupils in grades one through four.

Since the Instructional Assistance Program was a new program for the 1971-72 school year and the lower and upper grades were housed in separate buildings one and one-half miles apart, it was only possible to include grades one through four last year. However, the same IAP team, with one less aide, worked together this year and they understood the goals of the program more clearly; therefore, grades one through seven were included in the program.

The activities for the IAP team were carefully planned for the year. The aides had a planning time with the lead teacher for one hour each Monday. In addition, there were art and music workshops, on some Wednesdays from 2:00 p.m. until 3:00 p.m., to plan for work to be done with pupils in the various classrooms.

Under the supervision of the lead teacher, the aides released teachers in grades one through five for two hours each week and the sixth and seventh grade teachers for one and one-half hours each week. Also, the aides assisted teachers with the operation of audio-visual materials in the classroom, duplication of materials, and the like.

In order to meet the needs of the pupils, a variety of activities were executed by the teachers and/or aides. For example, in the first grade, the activities included collecting objects for teaching beginning and ending sounds, making individual pupil workbooks, playing games using reading

skills, dramatizing stories, and using audio-visual equipment. The second grade pupils were involved in activities such as using listening stations for individual work, viewing TV language programs, and performing plays and puppet shows for creative expression. The third graders visited and studied the planetarium, participated in assembly programs, and studied a unit on the telephone provided by Southern Bell Telephone and Telegraph Company.

Also, in grades four through seven, the pupils were given a variety of activities through which their needs could be met. For example, the fourth grade pupils had a reading contest, attended the Children's Theatre, and participated in the Arrow-Book Club. In the fifth grades, the pupils viewed the television program "Cover to Cover," wrote creatively, and illustrated stories by drawing pictures. The six grade activities included reporting on library books, reading scholastic magazines, and taking an imaginary trip to Europe. Movies, correlated with reading were shown to the seventh graders. Also, other activities that promoted a positive attitude toward reading were provided.

Kimberly Elementary School (Area IV)

As previously stated, the Instructional Assistance Program (IAP) team at Kimberly Elementary School consisted of a lead teacher and three educational aides. This team provided educational activities in art and music (for all grades) and in physical education (in the primary grades), while releasing the regular classroom teachers for planning in the areas of reading and social studies. In addition, the team assisted the teachers by working with small groups of pupils on reading skills by duplicating materials, operating audio-visual equipment, and the like.

During the 1971-72 school year, Kimberly Elementary School had an ungraded primary for grades one, two, and three. However, during the 1972-73 school year the ungraded approach was eliminated for there were so many new pupils for whom the teachers had little information. Thus, the teachers again maintained self-contained classes.

The primary grades used the Macmillan series as a basal reader and the Houghton Mifflin series as a co-basal. Also, the controlled reader was used with the primary pupils. One of the Instructional Assistance Program (IAP) aides used the Eye Gate Preceptive Reading Program, consisting of cassette tapes and film tapes, in the morning with the slower learners in the primary grades. In fact, some fourth grade pupils were assisted by the aide.

The upper grades, four through seven, were self-contained but departmentalized. The fourth grade teachers used the modified Joplin plan for reading. Since the use of News Time for reading was of much interest to pupils, and the

pupils made high scores in reading last year, this newspaper was again used for a combination of reading and social studies. It was found that the seventh grade pupils needed much help with basic reading skills, so more individualized instruction was provided on this grade level than in previous years.

To assist with the realization of the objective to encourage pupils to have more interest in social studies, The principal teamed with the Instructional Assistance Program lead teacher and the social studies teacher to work with pupils at each grade level on the social studies unit concerning economics. The teachers and pupils found their experiences stimulating and exciting. For example, the sixth and seventh grade pupils were most enthusiastic the day that they divided into groups and each group produced a product. All groups had the same natural resources: construction paper, glue, scissors, spools, yarn, etc. They found that the differences in the products were a result of human resources. Products included jewelry, a boat, a picture, a play football field, a doll, a car, a table set with dishes, a mobile, a set of doll furniture, a dart game, and the like.

Miles Elementary School (Area IV)

A nongraded, team teaching approach was used at Miles Elementary School with the following structural organization:

A. The school was learner-centered-designed using the team teaching approach to develop the learner as an individual and as a member of society.

B. Provisions were made for both differential rates of progress and variations in kinds of programs, according to individual needs and abilities.

C. At all times, emphasis was placed on meeting the needs of the individual pupil. The individual standards were based on physical, mental, social, and emotional status of the child.

This is the second year that the Instructional Assistance Program (IAP) was in operation at Miles Elementary School. Through the Instructional Assistance Program, a lead teacher, an art teacher aide, a music teacher aide, and a physical education aide released the regular classroom teachers in grades one through three for planning in all subject areas with the emphasis on reading. While the classroom teachers were planning, the lead teacher and aides provided activities in art, music, and physical education for groups of pupils. At other times, the aides were assigned to different grade levels and assisted with activities in more than one area.

The lead teacher met with the aides periodically. During this time, the aides received assistance and discussed their work with the lead teacher; however, the lead teacher was always available to assist with immediate problems which the aides encountered.

Peyton Forest Elementary School (Area IV)

As previously stated the Instructional Assistance Program (IAP) team at Peyton Forest Elementary provided a team consisting of a lead teacher, an art teacher aide, a music teacher aide, and a physical education teacher aide. The lead teacher advised the aides and provided in-service training and supervision. The three aides gave assistance to the teachers by duplicating materials, operating audio-visual equipment, working with small groups of pupils and the like. Additionally, the team provided educational activities in art, music, and physical education while freeing the regular teachers for group planning in the area of reading.

The Instructional Assistance Program was divided into three phases. Phase one involved the releasing of classroom teachers for indepth planning of reading instruction. During this released time the pupils were engaged in art, music, physical education, and health and safety activities.

Because the three paraprofessionals on the team were also Career Opportunities Program (COP) persons, phase two involved reading instruction with specified small groups. These small groups consisted of pupils who needed the closer contact, more in-depth directions, reinforcement of skills, and the like. One of the paraprofessionals was placed on each of the three levels included in the program (primary, intermediate, and upper).

Phase three was an additional service designed to enable the classroom teacher to better utilize her reading instruction periods. On Wednesday, Thursday, and Friday mornings from 10:00-11:30 the paraprofessionals assisted the classroom teachers by filing papers, thermofaxing materials, running duplicating masters, making duplicating masters (by hand), taping stories, poems, etc., constructing materials when given an example, and recording scores (in record book only). This service was limited to reading.

Some of the tools, materials, and resources used to implement the program were as follows:

A. Basal and Co-basal readers.

B. Library.

C. Audio-visual supplementary programs
   1. Taped series
   2. Films and filmstrips

3. Talking Alphabet 1 and 2
4. Prepared masters
5. TV Magic Book .

D. Field Trips .

E. Vocabulary drills .

F. Reader's Digest Skill Builders and My Weekly Reader .

G. Extensive experience charts .

H. Maps, globes, and charts .

These tools and materials were used to enable the pupils to comfortably and competently work with decoding skills, comprehension skills, reference and study skills, and literary skills.

An example of the program activities during the year was a "Sing Along" which was held in the commons area of the building. The "Sing Along" involved all pupils in the Instructional Assistance Program (IAP). This was an opportunity for the various levels of pupils to share songs while with members of the IAP team.

Beyond the technical aspects of the program, many related activities were coordinated, supervised, and/or assisted by the paraprofessionals. Vision Screening, height checks, compiling of lists, lunch reports, and attendance checks, are but a few.

Drew Elementary School (Area V)

The Instructional Assistance Program (IAP), which operated in grades four through seven, provided aides who released teachers for planning the instructional program in reading, mathematics, and social studies. The emphasis was on reading, and all pupils in the upper elementary grades were served.

There were 582 children in the upper grades (four through seven) at Drew. These were taught by twenty-one teachers. Grades four and five operated in open classroom, utilizing aides. Other grades were located in portable classrooms and employed the system described as team teaching within a departmentalized framework.

The Sullivan Reading Program was continued as a remedial program in grades four through seven. Additionally, the Macmillar Reading Spectrum Series was used with some pupils along with other basic tests and programmed materials. Individualized programs were designed.

There was one activity period scheduled at the end of the day. During this time teachers planned activities based on the needs of pupils. Some reinforced work in subject matter areas. Others introduced such topics as black history and good grooming. The social studies program was reinforced through special emphasis on map reading skills, graphs, and charts. This practice was undertaken as a result of pupil's low scores in these areas on previously administered standardized tests.

Also, the activity period was a time during which parents and other volunteers were involved with pupils. One parent bussed 60 boys weekly to the barber shop for free haircuts. Another volunteer was a young woman from the Council on Drug Abuse; Kirkwood Drug Center. An Instructional Assistance Program (IAP) aide was also involved with the project.

Summary

In Kennedy Middle School, the Instructional Assistance Program lead teacher and aide worked with the sixth and seventh grade pupils to integrate vocational materials into the schools. For a second year, this proved to be a very enriching experience for boys and girls and was believed to be a practical way to prepare for summer jobs and for future careers.

At Walden Middle School the Instructional Assistance Program (IAP) team was engaged in a developmental program of writing individualized learning packets for sixth and seventh grade pupils which included remedial components. The IAP was essential in providing the personnel for writing the packets and for field testing them in order to meet specific pupil needs. Some of the packets (with the program at Walden Middle School serving as a model) were shared with Coan Middle School near the end of the school year to get the reactions of another group of teachers and pupils about the materials. The reactions proved to be very positive.

In Thomasville Elementary School the IAP team consisting of a communication skills teacher, an art teacher, a physical education teacher, and a music teacher provided meaningful activities and released the teachers in grades one through seven for planning time. The physical education activities, communication skills, art activities, and music activities strengthened the total school program while giving the classroom teachers much needed planning time for instruction; therefore, the IAP activities enhanced the total instructional program.

In Ben Hill, Drew, Kimberly, Miles, and Peyton Forest elementary schools, there was an IAP team consisting of a lead teacher and three aides. The IAP teams worked in grades one through seven in Ben Hill, grades four

through seven in Drew, basically in grades one through three (with some assistance in grades four through seven) in Kimberly, grades one through three at Miles, and grades one through seven in Peyton Forest. In Ben Hill, Peyton Forest, Miles, and Drew the teachers focused their attention on planning in the area of reading; while at Kimberly School, the planning time was used for planning in the areas of reading and social studies. In these schools, the process of using a lead teacher and aides to provide educational activities while releasing the teachers for planning time in the academic areas of most concern, was an attempt to meet specific needs of both teachers and pupils. Also, there were scheduled times in which the lead teacher worked with the aides in planning and in resolving any problems the aides might have encountered. Group discussions and individual conferences were held. Inservice training was also provided through workshops.

VIII. EVALUATION

For the purposes of evaluating the Instructional Assistance Program (IAP), the following instruments were used:

A. A test on career occupations was administered as a pretest in the fall of 1972 and as a posttest in the spring of 1973 at Kennedy Middle School.

B. The Iowa Tests of Basic Skills (ITBS) was administered in all IAP schools, as a part of the city-wide testing program, and was used for comparing achievement of pupils.

C. For the purpose of a longitudinal study , a Self-Appraisal Inventory (SAI) and a School Sentiment Index (SSI) were administered to a random sample of pupils in five of the eight schools according to the grade levels in which the IAP operated.

D. In the five IAP schools where there was a team, composed of a lead teacher and three aides, the classroom teachers who worked closely with the aides were asked to rate the effectiveness of the aides on a 25-point scale ranging from "definitely not" effective to "definitely yes" effective. Also, included on the form were additional questions concerning the aides.

E. In the Dynamics and Influences of Culture and Environment Program (DICEP), which is a part of IAP at Walden Middle School, the following tests were administered:

1. Two criterion-referenced tests were given to the pupils in the Instructional Assistance Program (IAP) and to a control group for comparison of gains. One test was administered in December, 1972, and the other in May, 1973.

2. The Student Attitude Scale was administered in February, 1973, to the Instructional Assistance Program pupils and a control group.

3. The Florida Key was given to the teachers, of Instructional Assistance Program pupils and those in the control group, for the purpose of rating how their pupils perceived themselves as learners. A sample of five pupils, selected by the statistician, was rated by each teacher.

4. A Teacher's Evaluation Scale and a Student's Evaluation Scale were given to the teachers and pupils in the Dynamics and Influences of Culture and Environment Project (DICEP) to get their evaluation of the project.

Summary

The evaluative instruments used in the IAP were (1) a test on career occupations in grades six and seven at Kennedy Middle School; (2) the Iowa Tests of Basic Skills (ITBS) for comparing achievement of pupils in grades one through seven; (3) a Self-Appraisal Inventory (SAI) and a School Sentiment Index (SSI) for longitudinal data about pupil attitudes on different grade levels; (4) a survey for rating the effectiveness of the aides in working with pupils; and (5) two criterion-referenced tests, a Student Attitude Scale, the Florida Key, a Teacher's Evaluation Scale, and a Student's Evaluation Scale at Walden Middle School to evaluate the DICEP.

X. FINDINGS

Did the Instructional Assistance Program (IAP) provide professional and paraprofessional personnel to implement the instructional programs needed by the pupils (goal A); provide new organizational and administrative structures which increased teacher effectiveness and pupil achievement (goal B); and produce, evaluate, and perfect new instructional media and strategies (goal C)?

Kennedy Middle School (Area I)

A test consisting of 58 multiple-choice questions about career occupations

was administered at Kennedy Middle School. The first eight questions dealt with interviews and job applications and the last fifty questions were on the duties of persons in different professions.

It was found that there were forty-nine pupils for whom the pretest and posttest scores could be matched. The results of a t test analysis showed the mean difference to be 6.8 with a standard deviation of 7.3. Thus, the gains made between the pretest and posttest were significant at the .01 level.

Thomasville Elementary School (Area II)

Since the classroom teachers at Thomasville Elementary School were released by the IAP team for planning the instructional program, the findings on academic achievement as reported in the Research and Development Report, "Utilization of Resources To Strengthen Team Teaching", Vol. VII, No. 5, August, 1973, will be examined. The pupils' performance in the areas of reading and mathematics were studied.

A profile of the performance of pupils at Thomasville in grades two through seven on the reading, the mathematics, and the tests total (composite score) of the Iowa Tests of Basic Skills (ITBS) is presented in Table 1. This profile was taken from the overall study of pupil performance which was conducted by the Division of Research and Development. The study was an attempt to analyze pupil performance, taking into consideration the relative extent to which certain factors and measures influence pupil performance.

A model was formulated which included six factors, namely: per cent of paid lunches, per cent of attendance, pupil-teacher ratio, stability, 1972 MAT posttest reading scores, and 1972 MAT posttest arithmetic scores. The weights of these factors were statistically determined by the linear multiple step-wise regression technique. The equation which resulted from this technique was applied to each elementary school and each grade in order to determine the predicted performance level of pupils on the ITBS in that particular grade in that particular school in reading, mathematics, and tests total.

The profile for Thomasville Elementary School is presented in Table 1. The predicted quotient, as defined in this model, represents the relationship of the actual ITBS scores of a grade to the predicted scores. The national norm quotient represents the relationship of the actual ITBS scores of a grade to the national norm. For example, a predicted quotient of 100 means that the actual score was the same as the predicted score. A predicted quotient of 50 means that the actual score was one-half the predicted score. The national norm similarly represents the relationship of actual score to national norms.

TABLE 1

PROFILE OF ACADEMIC PERFORMANCE ON READING, MATHEMATICS AND COMPOSITE TEST OF IOWA TESTS OF BASIC SKILLS THOMASVILLE HEIGHTS ELEMENTARY SCHOOL

	Grade Equivalent Score			Summary Indices	
Grade	Actual	Predicted	National Norm	Predicted Quotient	National Norm Quotient
			Reading Test Data		
2	1.6	1.9	2.7	82	58
3	2.3	2.5	3.8	93	60
4	3.0	3.1	4.7	97	63
5	3.8	3.8	5.7	97	66
6	4.5	4.5	6.7	100	67
7	4.8	5.2	7.6	92	62
			AVERAGE	93	62
			Mathematics Test Data		
2	1.8	2.1	2.6	87	69
3	2.3	2.6	3.7	88	62
4	3.2	3.3	4.7	96	68
5	4.0	4.1	5.6	96	70
6	4.7	4.8	6.8	98	70
7	5.3	5.6	7.6	94	69
			AVERAGE	93	68
			Composite Test Data		
2	1.7	2.1	2.6	89	64
3	2.4	2.6	3.7	90	64
4	3.1	3.3	4.7	94	66
5	3.9	4.1	5.7	95	68
6	4.5	4.7	6.7	95	67
7	5.1	5.5	7.6	93	67
			AVERAGE	91	66

According to the data, Thomasville Elementary School did not perform as predicted nor was that performance equal to national norm. In neither grade did the pupils' performance equal the predicted level of performance. The pupils' level of performance was approximately two-thirds of the national norms. The actual performance of pupils in grades two through seven ranged from 0.9 to 2.5 grades behind national norm, indicating a widening of the group up the grade levels.

The performance of each of the grades, except the second, was within two months of the predicted performance. This performance is encouraging and could indicate that with more concentrated efforts the pupils should improve. The lag in the second grade is demanding of careful study.

Walden Middle School (Area III)

The first criterion-referenced test was administered at Walden in December, 1972, to an experimental (DICEP) and a control group of first year (sixth grade) pupils and to an experimental (DICEP) and control group of second year (seventh grade) pupils. For the first year pupils, the IQ scores were matched (since there was a large enough sample to use) for 29 pupils. It was found that the average score on the criterion-referenced test for the control group was 35.1 and for the experimental group (DICEP) 39.9. For the second year pupils, it was found that the control group had much higher scores on the Iowa Tests of Basic Skills (ITBS) and there was a correlation between the ITBS and the criterion-referenced test; therefore, an analysis of covariance was used to adjust the means in order to show how each group would have scored had all things been equal. It was found that there was no significant difference in the way the two groups scored on the ITBS and the criterion-referenced test, but the adjusted means were 47.6 for the control group and 48.9 for the experimental (DICEP) group. In other words, the experimental group scored higher when all things were equal, but not significantly higher.

A second criterion-referenced test was administered in May, 1973, to the previously mentioned four groups of pupils. An analysis of covariance was used to adjust the means to show how each group would have scored had IQ's been equal. For the first and second year pupils, it was found that there were no statistically significant differences in the ways the groups performed on the criterion-referenced test. For the first year pupils, the adjusted mean for the control group was 12.92 and for the experimental (DICEP) group 13.29. For the second year pupils, the adjusted mean for the control group was 14.67 and for the experimental (DICEP) group, 15.52.

It can be stated that the experimental groups of DICEP pupils scored higher on both criterion-referenced tests; however, the gains were not significant at the .05 level.

The Student Attitude Scale, by J.A. Battle, was administered to the DICEP and control pupils in February, 1973. The DICEP pupils did have a more positive rating about themselves, other pupils, teachers, school administration, and the school as a whole as shown in Table 2. However, the results of a t test analysis revealed that there was no significant difference between the responses of the two groups.

TABLE 2

A COMPARISON OF THE RESULTS ON THE STUDENT ATTITUDE SCALE AND THE FLORIDA KEY

	No.	Mean	S.D.	Computed t Score
Student Attitude Scale				
DICEP Pupils	50	1.812	.361	1.33
CONTROL Pupils	50	1.704	.448	--
Florida Key				
DICEP Pupils	18	3.710	.386	3.27**
CONTROL Pupils	18	3.090	.719	--

**Significant at the .01 level.

The Florida Key, a rating scale to assist the teacher in evaluating how the pupil perceives his or her "learner" self, was completed by teachers of both DICEP and control pupils. The pupils rated by the teachers were randomly selected by the research assistant and statistician. It was found that the teachers of the DICEP pupils rated their pupils more positively than did the teachers of the control group as shown in Table 2. Results of a t test analysis showed that there was a statistically significant difference at the .01 level in the two groups in favor of the ratings of the DICEP pupils by their teachers.

Tables 3 and 4 show the results of two rating scales of the DICEP program that were completed by teachers and pupils in the program. Approximately eighty-four per cent of the responses about the program by teachers were positive and approximately sixteen per cent were negative. The majority of the responses of the pupils, also, were positive. There was an average of seventy-five per cent positive response. Thus, the majority of teachers and pupils responded positively about the DICEP program.

Ben Hill Elementary School (Area IV)

Since the teachers were released to plan the instructional program, as in the other schools, achievement scores in the areas of reading and mathematics were examined. The Pupil Achievement Study, which was explained under Thomasville, included Ben Hill Elementary School. According to the data, from the study, in Table 5, the pupils in Ben Hill did not reach the predicted quotient which was determined to be 98 per cent or above nor did they reach the national norm quotient of 90 per cent or above. However, the sixth grade pupils and third grade pupils did make their predicted quotients in reading and mathematics, respectively.

Kimberly Elementary School (Area IV)

At Kimberly Elementary School, the Instructional Assistance Program (IAP) team released the regular classroom teachers for planning in the areas of reading and social studies. From the Pupil Achievement Study, the scores on both the reading and mathematics subtests of the Iowa Tests of Basic Skills (ITBS) are shown in Table 6 as well as the composite test data.

It can be seen that the pupils at Kimberly Elementary School made their predicted quotient in reading, mathematics, and on the composite test data. However, they did not reach the national norm quotient.

In regard to the social studies program, it was observed by the principal and teachers during the FY 72 school year that the pupils had little interest in social studies. This was believed to have stemmed from the fact that the pupils had not had enough experience in relating social studies concepts to their own communities and situations within their communities. Thus, through projects and community involvement, the principal, lead teacher, and social studies teacher worked with the pupils to foster an appreciation for the various facets of social studies.

The teachers have expressed opinions that the pupils' interests in social studies were much greater than previous years. One basis for this interest was that more projects involving pupils were initiated, and the pupils found that they had more opportunities for working independently at given times and in small groups at other times on particular projects.

TABLE 3

RESULTS OF THE TEACHER'S EVALUATION SCALE ON THE DYNAMICS AND INFLUENCES OF CULTURE AND ENVIRONMENT PROGRAM
Walden Middle School

	Per Cent	
	YES	NO
1. Do you like being a DICEP teacher?	100	0
2. Do you think that the DICEP program has been effective?	100	0
3. Do you have enough books, supply materials and equipment to individualize instruction?	67	33
4. Do you believe that individual study units have assisted you in individualizing instruction?	100	0
5. Do you prefer multi-age grouping to single age grouping?	83	17
6. Do you feel more contact has been made with the home since you have been a DICEP teacher?	50	50
7. Do you believe that the parents favor the DICEP program?	100	0
8. Do you believe that the students favor the DICEP program?	100	0
9. Can most of your students work independently?	83	17
10. Have most of your students learned how to learn?	67	33
11. Do you feel that you are more aware of individual differences in students since becoming a DICEP teacher?	83	17
12. Have you been able to make better use of your professional skills due to your placement in the DICEP program?	67	33
13. Do you favor team teaching in DICEP program?	83	17
14. Do you feel that the entire educational program has improved because of the DICEP program?	83	17
15. Has your students' behavior changed for the better since being placed in the DICEP program?	83	17
16. Is the academic climate more stimulating in the DICEP program?	83	17
17. Do you feel that your fellow teachers favor the DICEP program?	83	17
TOTAL	84.2	15.8

TABLE 4

RESULTS OF THE STUDENT'S EVALUATION SCALE
OF DYNAMICS AND INFLUENCES OF CULTURE
AND ENVIRONMENT PROGRAM
Walden Middle School

	Per Cent	
	YES	NO
1. Do you feel that the DICEP program does more for you than your elementary school program?	88	12
2. Do you feel that you get more individual attention in DICEP program?	62	38
3. Do you work more in the DICEP program?	79	21
4. Has your interest in school increased since being placed in the DICEP program?	77	23
5. Do you think your teacher likes teaching in the DICEP program?	90	10
6. Do your parents like the DICEP program?	86	14
7. Do your classmates like the DICEP program?	61	39
8. Do you like your school?	73	27
9. Do you feel that you can work by yourself since your placement in the DICEP program?	74	26
10. Do you feel that you have learned a lot in the DICEP program?	79	21
11. Do you feel that behavior is better in the DICEP classes?	51	49
12. Do you have fun working in the DICEP program?	85	15
TOTAL	75	25

TABLE 5

PUPIL ACHIEVEMENT STUDY USING
IOWA TESTS OF BASIC SKILLS, APRIL, 1973
BEN HILL ELEMENTARY SCHOOL
April, 1973

Grade	Grade Equivalent Score			Summary Indices	
	Actual	Predicted	National Norm	Predicted Quotient	National Norm Quotient
			Reading Test Data		
2	2.2	2.4	2.7	93	80
3	3.0	3.1	3.8	97	79
4	3.3	3.5	4.7	94	70
5	4.1	4.6	5.7	88	72
6	5.3	5.3	6.7	100	78
7	5.4	5.9	7.6	92	70
			Average	94	74
			Mathematics Test Data		
2	2.1	2.4	2.6	87	81
3	3.3	3.1	3.7	104	89
4	3.6	3.7	4.7	98	77
5	4.4	4.9	5.6	90	77
6	5.5	5.6	6.6	98	82
7	6.1	6.2	7.6	98	79
			Average	95	80
			Composite Test Data		
2	2.2	2.5	2.6	88	83
3	3.5	3.2	3.7	108	94
4	3.4	3.7	4.7	92	72
5	4.2	4.8	5.7	87	73
6	5.2	5.5	6.7	94	78
7	5.7	6.1	7.6	93	74
			Average	93	79

TABLE 6

PUPIL ACHIEVEMENT STUDY USING THE
IOWA TESTS OF BASIC SKILLS
KIMBERLY ELEMENTARY SCHOOL
April, 1973

	Grade Equivalent Score			Summary Quotients	
Grade	Actual	Predicted	National Norm	Predicted Quotient	National Norm Quotient
			Reading Test Data		
2	2.3	2.4	2.7	95	83
3	3.1	3.2	3.8	95	82
4	4.3	3.8	4.7	111	91
5	4.9	4.9	5.7	99	86
6	5.5	5.5	6.7	99	81
7	6.1	6.2	7.6	98	80
			Average	99	83
			Mathematics Test Data		
2	2.4	2.4	2.6	101	92
3	2.9	3.3	3.7	88	79
4	4.4	3.9	4.7	112	94
5	5.3	5.2	5.6	102	93
6	5.7	5.7	6.6	99	85
7	6.8	6.5	7.6	105	89
			Average	101	88
			Composite Test Data		
2	2.4	2.5	2.6	95	90
3	3.2	3.4	3.7	95	86
4	4.3	4.0	4.7	108	91
5	4.9	5.1	5.7	95	86
6	5.5	5.7	6.7	96	82
7	6.5	6.4	7.6	101	85
			Average	98	86

Additionally, the pupils who were in the program were given a chance to express their opinions about last year's social studies program at the beginning of this year. Although the research assistant read these statements written by pupils, which were very positive, it was impossible to include all statements in this report. Some comments from pupils included the following:

> I liked the class because it was fun. We had fun doing the projects and speaking out. I also learned the value of most of the things we discussed. I hope we have it again this year.

> I liked the way we had Social Studies last year a lot. I liked the way the different groups went into different rooms and made something from the materials we were given. And I would like to have it again this year.

Miles Elementary School (Area IV)

Although the IAP team released the regular classroom teachers in only grades one through three for planning, the achievement scores on the Iowa Tests of Basic Skills (ITBS) for reading and mathematics will be examined for all grades. Again, the data were taken from the Pupil Achievement Study by the Division of Research and Development.

The data in Table 7 show that the predicted scores in reading and mathematics were less than the actual score in all except one grade on mathematics. That is, the pupils scored higher than they were expected to score in every grade in reading and every grade except one in mathematics.

Not only did Miles Elementary School make their predicted achievement quotient in reading, mathematics, and the composite test, it reached the national norm quotient in mathematics, and on the composite test data. Also, 94 per cent of the first grade pupils scored on grade level on the ITBS.

Peyton Forest Elementary School (Area IV)

As in most of the IAP elementary schools, the classroom teachers were released by the aides for planning the instructional program at Peyton Forest Elementary School with emphasis on reading. Thus, the Pupil Achievement Study data for reading, as well as for mathematics and composite test, were examined.

Table 8 includes both reading and mathematics data as well as composite data for the Iowa Tests of Basic (ITBS). Since the percentage at which a school was considered to meet the predicted quotient was ninety-eight per cent, it can be seen that the program in reading was above this prediction.

TABLE 7

PUPIL ACHIEVEMENT STUDY USING THE
IOWA TESTS OF BASIC SKILLS
MILES ELEMENTARY SCHOOL
April, 1973

	Grade Equivalent Score			Summary Indicies	
Grade	Actual	Predicted	National Norm	Predicted Quotient	National Norm Quotient
			Reading Test Data		
2	3.1	2.5	2.7	124	113
3	3.1	3.0	3.8	101	82
4	4.3	3.7	4.7	117	91
5	5.1	4.5	5.7	112	89
6	5.3	5.2	6.7	102	78
7	6.0	5.8	7.6	102	78
			Average	109	88
			Mathematics Test Data		
2	2.7	2.5	2.6	108	104
3	3.6	3.1	3.7	116	98
4	3.9	3.8	4.7	103	83
5	4.6	4.7	5.6	96	81
6	5.9	5.4	6.6	108	88
7	6.8	6.2	7.6	110	89
			Average	106	90
			Composite Test Data		
2	3.1	2.6	2.6	108	117
3	3.5	3.2	3.7	109	94
4	4.4	3.8	4.7	114	93
5	4.9	4.7	5.7	103	86
6	5.5	5.4	6.7	101	82
7	6.1	6.1	7.6	100	80
			Average	107	92

TABLE 8

PUPIL ACHIEVEMENT STUDY USING THE
IOWA TESTS OF BASIC SKILLS,
PEYTON FOREST ELEMENTARY SCHOOL
APRIL, 1973

	Grade Equivalent Score			Summary Indicies	
Grade	Actual	Predicted	National Norm	Predicted Quotient	National Norm Quotient
			Reading Test Data		
2	2.3	2.8	2.7	83	83
3	3.3	3.2	3.8	101	87
4	4.4	4.0	4.7	110	93
5	4.8	4.8	5.7	99	84
6	5.5	5.5	6.7	99	81
7	6.5	6.5	7.6	105	85
			Average	99	85
			Mathematics Test Data		
2	2.3	2.8	2.6	83	88
3	3.0	3.2	3.7	92	81
4	4.5	4.1	4.7	110	96
5	5.3	5.0	5.6	106	93
6	5.5	5.8	6.6	95	82
7	6.5	6.4	7.6	100	85
			Average	97	87
			Composite Test Data		
2	2.4	2.9	2.6	83	90
3	3.3	3.4	3.7	97	88
4	4.5	4.2	4.7	107	95
5	5.3	5.0	5.7	106	93
6	5.6	5.7	6.7	97	84
7	6.6	6.4	7.6	102	86
			Average	98	89

Also, the percentage at which a program should be was ninety per cent on the national norm quotient; therefore, it can be seen for practical purposes, that Peyton Forest's program can be considered to have met the national norm quotient. Its quotient is 89, only one point below 90. Additionally, attention should be focused on grades four, five, and seven where the indices of predicted quotients on the composite data were higher than in the other grades.

Drew Elementary School (Area V)

At Drew Elementary School, the IAP aides released the regular classroom teachers in the upper grades (four through seven) for planning the instructional program in reading, mathematics, and social studies. Since the emphasis was on reading, the results of the Predicted Achievement Study will be examined.

Table 9 shows the data for reading and mathematics as well as the composite test data on the Iowa Tests of Basic Skills (ITBS). It can be seen that in reading the actual score for the sixth grade was exactly the predicted score, and the actual score for the seventh grade was above the predicted score. Additionally, all of the upper grades made the predicted scores or above on mathematics, and the same was true in regard to the composite test data. Therefore, the average of the predicted quotients was above 98 per cent. However, Drew Elementary School did not meet the national norm quotient of ninety per cent.

Responses to the Instructional Assistance Program (IAP) Survey

In Ben Hill, Drew, Kimberly, Miles, and Peyton Forest Elementary Schools, the teachers participated, as they did for FY 72, in a survey to help assess the value of the Instructional Assistance Program (IAP) in the different schools. The first five items on the survey included a 25-point scale on which the teachers rated that the aides were "definitely not" effective to "definitely yes" the aides were effective. Also, there were four questions to be answered by "yes" or "no" on the form. The results of the survey for the 1971-72 and 1972-73 are shown in Table 10.

For questions one through five, Ben Hill Elementary School showed positive responses of "maybe yes" to "definitely yes" the aides were effective for both the school years. On questions six, seven, and nine there was 100 per cent agreement, for both years, that (2) the teachers would like to see the program continued next year; (2) the children reacted favorably to the aides in the IAP; and (3) in general, the attendance of the IAP aides was satisfactory. For question eight, the response was much more positive, for the 1972-73 school year, indicating that the teachers could not have accomplished the planning activities without the aid of the IAP aides. In other words, the

TABLE 9

PUPIL ACHIEVEMENT STUDY USING THE
IOWA TESTS OF BASIC SKILLS
DREW ELEMENTARY SCHOOL
APRIL, 1973

	Grade Equivalent Score			Summary Indicies	
Grade	Actual	Predicted	National Norm	Predicted Quotient	National Norm Quotient
			Reading Test Data		
2	1.7	2.0	2.7	86	62
3	2.2	2.4	3.8	91	58
4	2.9	3.0	4.7	96	61
5	3.6	3.7	5.7	96	63
6	4.5	4.5	6.7	101	67
7	5.1	4.9	7.6	104	66
			Average	95	62
			Mathematics Test Data		
2	1.9	2.1	2.6	89	73
3	2.2	2.6	3.7	84	59
4	3.2	3.2	4.7	99	68
5	4.0	4.0	5.6	99	70
6	5.7	4.9	6.6	116	85
7	5.6	5.4	7.6	104	73
			Average	98	71
			Composite Test Data		
2	1.8	2.1	2.6	84	68
3	2.3	2.6	3.7	89	61
4	3.2	3.2	4.7	100	68
5	3.9	3.9	5.7	98	68
6	5.5	4.7	6.7	117	82
7	6.0	5.1	7.6	116	78
			Average	100	70

teachers were better able to realize the importance and benefit of a planning time during school hours in this second year of the program.

The 17 teachers' responses at Drew Elementary School for 1972-73 averaged more than 21, indicating that the teachers considered the aides to be definitely effective and the planning time beneficial. The teachers were 100 per cent in favor of continuation of the program and in their positive opinions of the children's responses to the aides. The additional comments were all favorable. One respondent, who did not answer question eight regarding teacher planning time wrote that the planning could have been done, but not as effectively.

The mean ratings at Drew for 1972-73 are even more positive than those for the previous year. The standard deviations (S.D.) consistently reveal less variance in the responses than in the previous year.

At Kimberly Elementary School, it can be seen that the teachers believed that the aides were generally more effective in giving assistance in miscellaneous areas than in subject areas. Also, there was a much more positive response for the help given in physical education than in either music or art.

Reviewing the answers to questions six through nine revealed the following: (1) there was 100 per cent agreement that the teachers would like to see the program continued for another year; (2) there was 100 per cent agreement that the children had reacted favorably to the aides in the IAP; (3) there was 100 per cent agreement that the teachers could not have accomplished the planning activities without the aid of the IAP aides; and (4) there was 100 per cent agreement that the attendance of the IAP aides was satisfactory. For both questions eight and nine, the responses were more positive for the 1972-73 school year.

The results of the survey for Miles Elementary School indicated a mean score, for effectiveness of the aides in the program, ranging from 15.3 to 19.5.

Reviewing the answers to questions six through nine revealed the following facts: (1) there was 94 per cent agreement that the teachers would like to see the program continued next year; (2) there was 100 per cent agreement that the children had reacted favorably to the aides; (3) there was an agreement of 67 per cent that the teachers could not have accomplished the planning activities without the assistance of the aides; and (4) there was 100 per cent agreement that the attendance of the IAP aides was satisfactory. There were additional comments stating that the planning time at school was most helpful and that the aides definitely assisted in the individualization of instruction.

The results in Table 10 of the survey at Peyton Forest, with thirteen teachers participating, showed a mean ranging from 17.5 to 22.5 on the first five items. The answers for the four questions were generally very positive; however, the answer to question six concerning continuation of the program showed 92 per cent of the answers were "yes"; whereas, the previous school year there was 100 per cent agreement that the program should be continued.

The School Sentiment Index (SSI) and the Self-Appraisal Inventory (SAI)

For the purpose of determining whether or not the pupils in the IAP from the primary and intermediate levels showed positive attitudes toward school and peers and positive self-concepts, the School Sentiment Index (SSI) and the Self-Appraisal Inventory were administered to a group of randomly selected pupils for both the 1971-72 and 1972-73 school years. Comparisons were then made of the results for each of the five elementary schools involved.

School Sentiment Index

According to the School Sentiment Index (SSI), the six dimensions of the learner's attitude toward schooling are:

1. Teachers, i.e., one's subjective feelings about teacher behavior with respect to instruction, authority and control, and inter-personal relationships with pupils;

2. School Subjects, i.e., one's differential attitudes toward various commonly-taught school subjects;

3. Learning, i.e., one's attitude toward the learning experience, independent of attitude toward school, teachers and subjects, as reflected in intellectual curiosity, willingness to study, interest in problem solving, etc.;

4. School Social Structure and Climate, i.e., one's attitude toward his school as a social center, a rule making and rule enforcing entity, and an extracurriculum opportunity system;

5. Peer, i.e., one's feelings regarding the structure of, and climate relationships within the peer group;

6. General, i.e., one's general orientation toward schooling, independent of a particular school.

The maximum response on the SSI was 100 per cent. Tables 11 and 12 show the percentages of favorable responses on the SSI for 1971-72 and 1972-73. The SSI was not administered at Kimberly Elementary during the 1971-72 school year.

TABLE 10

COMPARISON OF RESPONSES CONCERNING
EFFECTIVENESS OF THE INSTRUCTIONAL ASSISTANCE PROGRAM
1971-72 and 1972-73

	Ben Hill				Drew				Kimberly				Miles				Peyton Forest			
	1971-1972 (N=16)		1972-1973 (N=10)		1971-1972 (N=21)*		1972-1973 (N=17)		1971-1972 (N=21)		1972-1973 (N=13)		1971-1972 (N=16)		1972-1973 (N=20)		1971-1972 (N=11)		1972-1973 (N=13)	
	Mean	S.D	Mean	S.D	Mean	S.D	Mean	S.D	Mean	S.D	Mean	S.D	Mean	S.D	Mean	S.D	Mean	S.D	Mean	S.D
1. Was the assistance given by the IAP aides effective in enhancing the music program?	17.1	7.6	15.4	3.8	17.9	5.2	21.8	1.4	13.6	4.5	9.0	5.0	21.4	3.3	15.3	3.3	14.5	5.4	17.6	4.3
2. Was the assistance given by the IAP aides effective in enhancing the art program?	17.7	6.3	22.7	2.4	17.7	4.3	21.7	1.7	13.8	3.8	9.6	6.1	11.4	8.5	17.0	4.1	16.7	3.5	17.5	3.8
3. Was the assistance given by the IAP aides effective in enhancing the physical education program?	20.9	2.7	20.5	6.0	18.9	6.2	21.8	2.3	16.2	5.1	20.2	4.5	16.5	5.2	16.5	6.5	19.5	3.9	20.6	3.5
4. Was the assistance given by the IAP aides effective in providing help in miscellaneous areas?	22.5	1.9	22.5	2.4	22.1	3.3	22.9	2.0	22.8	2.6	22.5	2.0	19.9	6.8	19.5	4.5	22.3	1.6	18.2	3.8
5. Was the planning time provided the regular classroom teachers by being relieved by the IAP aides beneficial?	23.8	2.0	23.8	1.3	21.3	4.2	22.8	1.6	23.6	1.9	22.3	2.0	20.0	7.4	15.4	8.0	24.5	0.8	22.5	1.9
	Per Cent	Response	Per Cent	Response	Per Cent	Response	Per Cent	Response	Per Cent	Response	Per Cent	Response	Per Cent	Response	Per Cent	Response	Per Cent	Response	Per Cent	Response
6. Would you like to see this program continued next year?	100	YES	100	YES	100	YES	100	YES	100	YES	100	YES	100	YES	94	YES	100	YES	92	YES
7. Have the children reacted favorably to the aides in the IAP?	100	YES	100	YES	100	YES	100	YES	100	YES	100	YES	100	YES	100	YES	100	YES	100	YES
8. Could you have accomplished the planning activities without the aid of the IAP aides?	75	NO	94	NO	85	NO	94	NO	77	NO	100	NO	88	NO	67	NO	83	NO	69	NO
9. In general, was the attendance of the IAP aides satisfactory?	100	YES	100	YES	100	YES	100	YES	91	YES	100	YES	88	YES	100	YES	100	YES	100	YES

TABLE 11

A COMPARISON OF RESPONSES ON THE
SCHOOL SENTIMENT INDEX (SSI)
FOR 1971-72 AND 1972-73
PRIMARY LEVEL

	Year	N	Teacher	School Subjects	School Climate	Peer	General	School Total
Ben Hill	1971-72	60	0.62	0.82	0.63	0.70	0.73	0.70
	1972-73	20	0.72	0.89	0.66	0.68	0.77	0.74
*Kimberly	1972-73	21	0.64	0.71	0.72	0.56	0.71	0.67
Miles	1971-72	58	0.68	0.76	0.64	0.64	0.67	0.68
	1972-73	21	0.62	0.78	0.51	0.50	0.70	0.62
Peyton Forest	1971-72	60	0.57	0.77	0.58	0.63	0.59	0.63
	1972-73	20	0.51	0.84	0.58	0.58	0.64	0.63

*Not administered for the 1971-72 school year.

TABLE 12

A COMPARISON OF RESPONSES ON THE
SCHOOL SENTIMENT INDEX
FOR 1971-72 AND 1972-73
INTERMEDIATE LEVEL

	Year	N	Teacher	School Subjects	School Climate	Peer	General	School Total
Ben Hill	1971-72	20	0.68	0.68	0.59	0.66	0.74	0.66
	1972-73	20	0.54	0.68	0.50	0.53	0.52	0.55
Drew	1971-72	80	0.61	0.67	0.61	0.58	0.64	0.62
	1972-73	40	0.69	0.68	0.65	0.74	0.69	0.71
*Kimberly	1972-73	21	0.51	0.56	0.50	0.65	0.57	0.56
Miles	1971-72	80	0.53	0.56	0.50	0.62	0.56	0.54
	1972-73	20	0.44	0.45	0.48	0.68	0.49	0.51
Peyton Forest	1971-72	40	0.52	0.52	0.45	0.62	0.41	0.50
	1972-73	20	0.59	0.62	0.54	0.59	0.52	0.57

*Not administered for the 1971-72 school year.

Ben Hill Elementary School

In comparing the results on the SSI for the two year period of time (on the primary level), the pupils' responses were more positive for every dimension except the peer group for the school year 1972-73. Thus, the school total was slightly more positive for the same year.

For the intermediate level pupils, it can be seen that the responses were much more positive for the 1971-72 school year than for the 1972-73 school year, on every dimension, except school subjects which was the same for the two years.

Drew Elementary School

The School Sentiment Index (SSI) was administered to the fifth and seventh grades. The instrument requires that names not be recorded; therefore, there was no way to analyze the data longitudinally for the same children. It can be seen that, without exception, scores are higher for 1972-73 than for 1971-72 as previously stated. The maximum response was 100 per cent, and all of the responses for Drew were above 50 per cent.

Kimberly Elementary School

From the results, it can be seen that the primary grade pupils at Kimberly were generally much more positive on the dimensions of the learner's attitude toward school. However, on the dimension concerning peer relationships the intermediate pupils were more positive in their responses.

Miles Elementary School

On the SSI, the maximum response was 100 per cent. At Miles Elementary, the results show that the primary level pupils during 1971-72 had a more positive total response than did the pupils for the 1972-73 school year. However, during the second year, the primary pupils were more positive in their responses toward school subjects and general orientation toward schooling.

Additionally, on the intermediate level SSI, it can be seen that the pupils had a more positive total response during the 1971-72 school year than did the pupils in 1972-73. However, during the second year, the intermediate pupils were more positive in their feelings regarding the structure of, and climate of relationships within the peer group.

Peyton Forest Elementary School

From the results on the primary level, it can be seen that the pupils at Peyton Forest Elementary, during 1971-72, had a more positive response

toward the teacher, and their peers; however, for the 1972-73 school year the responses were much more positive toward school subjects and toward school in general. Nevertheless, when a comparison was made of the overall results, the percentages of positive responses were exactly the same for the two years.

In comparing the results for the two years, on the intermediate level, it can be seen that during the 1971-72 school year the pupils' responses were more positive only on their attitude toward their peers. Overall, the responses were much more positive for the 1972-73 school year.

Also, it should be noted that for the two school years, the pupils in the primary grades generally had more positive attitudes than did those pupils in the intermediate grades.

Self-Appraisal Inventory

According to the Self-Appraisal Inventory (SAI) the different dimensions of the learner's self-concept are:

1. Family, i.e., one's self-esteem yielded from family interactions;
2. Peer, i.e., one's self-esteem associated with peer relations;
3. Scholastic, i.e., one's self-esteem derived from success or failure in scholastic endeavors; and
4. General, i.e., a comprehensive estimate of how the self is esteemed.

The maximum responses on the SAI was 100 per cent. Tables 13 and 14 show the percentages of favorable responses on the SAI for school years 1971-72 and 1972-73. The SAI was not administered at Kimberly Elementary during the 1971-72 school year.

Ben Hill Elementary School

In comparing the results of the SAI on the primary level at Ben Hill Elementary for 1971-72 with those for 1972-73, the pupils' responses were much more positive concerning the family for the 1971-72 school year. Also, the total response was slightly more positive for the pupils during FY 72.

For the intermediate level pupils, it can be seen that the pupils' responses were more positive on each of the dimensions during the 1971-72 school year. The total response for FY 72 was also more positive.

Drew Elementary School

At Drew Elementary only the pupils on the intermediate level were given the SAI since these were the grades in which the Instructional Assistance

TABLE 13

A COMPARISON OF RESPONSES
ON THE SELF-APRAISAL INVENTORY
FOR 1971-72 AND 1972-73
PRIMARY LEVEL

	Year	N	Peer	Family	School	General	School Total
Ben Hill	1971-1972	61	0.69	0.59	0.59	0.73	0.71
	1972-1973	20	0.69	0.48	0.73	0.87	0.69
*Kimberly	1972-1973	22	0.66	0.62	0.69	0.71	0.67
Miles	1971-1972	57	0.68	0.59	0.79	0.81	0.73
	1972-1973	19	0.59	0.55	0.64	0.77	0.64
Peyton Forest	1971-1972	60	0.63	0.61	0.69	0.79	0.68
	1972-1973	20	0.57	0.50	0.60	0.78	0.61

*Not administered for the 1971-72 school year.

TABLE 14

A COMPARISON OF RESPONSES
ON THE SELF-APPRAISAL INVENTORY
FOR 1971-72 AND 1972-73
INTERMEDIATE LEVEL

	Year	N	Peer	Family	School	General	School Total
Ben Hill	1971-1972	20	0.72	0.73	0.71	0.75	0.73
	1972-1973	20	0.56	0.68	0.57	0.71	0.63
Drew	1971-1972	80	0.63	0.73	0.64	0.67	0.67
	1972-1973	40	0.66	0.74	0.71	0.69	0.70
*Kimberly	1972-1973	21	0.64	0.72	0.63	0.64	0.66
Miles	1971-1972	80	0.66	0.73	0.69	0.70	0.69
	1972-1973	20	0.71	0.79	0.72	0.74	0.74
Peyton Forest	1971-1972	40	0.65	0.66	0.63	0.64	0.65
	1972-1973	20	0.63	0.67	0.63	0.74	0.67

*Not administered for the 1971-72 school year.

Program (IAP) operated. In Table 14, it can be seen that the responses were more positive on every dimension of the learner's self-concept for the school year 1972-73, with all scores over 50 on the 100 point scale.

Kimberly Elementary School

Since the maximum response was 100 per cent on the SAI, it can be seen that the primary pupils at Kimberly Elementary had a rather high score on how the self is esteemed. The next highest score was on self-esteem derived from success or failure in scholastic endeavors. In contrast, the intermediate level pupils scored highest on self-esteem from family interactions. All of the other scores were similar.

Miles Elementary School

From the results shown in Table 13, it can be seen that the primary level pupils at Miles Elementary for the 1971-72 school year, had a more positive total response than did the pupils during the second year. In fact, for this particular inventory none of the responses were more positive for any one dimension of the learner's self-concept during 1972-73.

The results for the intermediate level were just the opposite of the results for the primary level. The pupils during the 1972-73 school year were more positive in their total response, and, also, on each dimension of the learner's self-concept than were the intermediate pupils during the previous year.

Peyton Forest Elementary School

Since the maximum response was 100 per cent, from the results it can be seen that the pupils of Peyton Forest Elementary had more positive responses on each of the dimensions of the learner's self-concept for the 1971-72 school year than they did for the 1972-73 school year on the primary level.

From the results on the intermediate level, it can be seen that the pupils' responses were only slightly more positive for the 1972-73 school year. Also, there was a two per cent more positive response toward peers for the 1971-72 school year. Additionally, it should be noted that there were no great differences in positive responses on the SAI between the primary and intermediate levels.

Summary

The analysis of results on the multiple-choice test, about occupations, administered at Kennedy Middle School showed positive results significant at the .01 level. Thus, there was evidence that the pupils did gain in knowledge about interviews, job applications, and the duties of persons in different professions.

Since the main purpose of the Instructional Assistance Program (IAP) teams in the elementary schools was to assist the regular classroom teachers and to release these teachers for planning time for the improvement of instruction, academic achievement of pupils on reading and mathematics was examined in the six elementary schools. The following results from the Pupil Achievement Study, conducted by the Division of Research and Development, were found:

School	Performed as Predicted	Performance Equal To National Norm Quotient
1. Thomasville	No	No
2. Ben Hill	No	No
3. Kimberly	Yes	No
4. Miles	Yes	Yes
5. Peyton Forest	Yes	Yes
6. Drew	Yes	No

It can be seen that pupils in four out of the six schools did perform as predicted, and two of the schools met the national norm-quotient. In fact, Miles Elementary School composite data as well as that on reading and mathematics showed that they scored above their predicted scores. Also, they were above the national norm quotient of 90 per cent on the composite test data. Additionally, at Kimberly Elementary, the pupils performed slightly above their prediction in reading and mathematics; at Peyton Forest Elementary the predicted quotient was 99, one point above 98 per cent, and at Drew Elementary the pupils performed above their prediction on the composite data.

At Walden Middle School the excellence of the Dynamics and Influences of Culture and Environment Program (DICEP) was reflected by the pupils for a second year. During 1972-73, the DICEP pupils scored higher than did the control pupils on two criterion-referenced tests; the DICEP pupils had a more positive rating about themselves, other pupils, teachers, school administrators, and the school as a whole than did the control pupils on the Student Attitude Scale; the teachers of the DICEP pupils rated their pupils more positively than did the teachers of the control group, statistically significant at the .01 level, on the Florida Key; 84 per cent of the teachers' responses about DICEP were positive on the Teacher's Evaluation Scale; there was an average positive response of 75 per cent from pupils about DICEP on the Student's Evaluation Scale; and five of the six offices of the student government were filled by DICEP pupils, although DICEP pupils comprised less than one-fourth of the pupil population.

The responses of the teachers who worked with the Instructional Assistance Program aides rated the program very positively for the 1971-72 and 1972-73 school years. Reviewing the answers to questions six through nine revealed the following facts: (1) in three of the schools there was 100 per cent agreement for both years that the teachers would like to see the program continued next year. The other two schools had 94 per cent and 92 per cent agreement for FY 73 about the continuation of the program; (2) there was 100 per cent agreement for the two school years that the children had reacted favorably to the aides; (3) there was an agreement of 67 per cent and above that the teachers could not have accomplished the planning activities without the aid of the IAP aides; and (4) there was 100 per cent agreement for three of the schools for FY 72 and all five schools for FY 73 that the IAP attendance of the IAP aides was satisfactory.

To question eight, regarding the accomplishment of planning activities without the aide of IAP aides, several teachers explained that they answered "yes" because they could have planned at home. Also, one person said that she could have planned but not as effectively. This leads to the conclusion that other teachers may have interpreted the question the same way, so that a "yes" response was not necessarily a criticism of the program.

A comparison of the total responses on the SSI and SAI for FY 72 and FY 73 are shown in Tables 15 and 16. Table 15 shows the primary level and Table 16 shows the intermediate level.

TABLE 15

A COMPARISON OF TOTAL RESPONSES
FOR THE SCHOOL SENTIMENT INDEX
AND THE SELF-APRAISAL INVENTORY FOR
FY 72 AND FY 73
PRIMARY LEVEL

	Year	SSI School Total	SAI School Total
Ben Hill	1971-1972	.70	.71
	1972-1973	.74	.69
*Kimberly	1972-1973	.67	.67
Miles	1971-1972	.68	.73
	1972-1973	.62	.64
Peyton Forest	1971-1972	.63	.68
	1971-1973	.63	.61

*Not administered for the 1971-72 school year.

TABLE 16

A COMPARISON OF TOTAL RESPONSES
FOR THE SCHOOL SENTIMENT INDEX AND
SELF-APPRAISAL INVENTORY
FOR FY 72 AND FY 73
INTERMEDIATE LEVEL

	Year	SSI School Total	SAI School Total
Ben Hill	1971-1972	.66	.73
	1972-1973	.55	.63
Drew	1971-1972	.62	.67
	1972-1973	.71	.70
*Kimberly	1972-1973	.56	.66
Miles	1971-1972	.54	.66
	1972-1973	.51	.74
Peyton Forest	1971-1972	.50	.65
	1972-1973	.57	.67

*Not administered for the 1971-72 school year.

In examining the total responses for 1971-72 and 1972-73 school years for the primary level on the SSI, it can be seen that only Ben Hill Elementary was slightly more positive in responses for FY 73. For the SAI, none of the schools showed responses that were more positive for FY 73 on the primary level. Kimberly pupils were not given the SSI or SAI for FY 72.

The responses on the SSI intermediate level were more positive for Drew, and Peyton Forest Elementary School for FY 73. On the SAI, the pupils showed more positive responses for FY 73 at Drew, Miles, and Peyton Forest Elementary Schools. Again, the intermediate pupils at Kimberly Elementary were not given the SSI or the SAI.

Generally, it can be stated that there were no great improvements in attitudes toward schools and peers and positive self-concepts as indicated by the School Sentiment Index and the Self-Appraisal Inventory; however,

there does not seem to be any great increase in negativism. In fact, the faculties in the majority of the schools have observed an improvement in attitudes and more positive self-concepts exhibited by the actions of pupils.

XI. COST EFFECTIVENESS

The Instructional Assistance Program (IAP) was funded for salaries only in the amount of $275,678.98; and the expenditures for salaries approximated this amount. The funds and programs of the IAP were correlated with other funds and programs within the schools; therefore, no special account was designated for non-salary purposes. For example, all of the materials and/or supplies used in conjunction with the programs had to be purchased by the individual schools with funds from other sources. These facts make it impossible to determine the total cost of the Instructional Assistance Program. Consequently, no relationship can be established between expenditures and achievement of pupils.

XII. CONCLUSIONS

As a result of most of the Instructional Assistance Program (IAP) personnel having worked together the previous year and having understood the IAP objectives, the following accomplishments were made:

A. The pupils at Kennedy Middle School, who studied career occupations, made gains that were significant at the .01 level between a pretest and posttest about career occupations.

B. According to the data, from The Pupil Achievement Study, Thomasville Elementary did not perform as predicted nor was their performance equal to the national norm, however, the performance of each of the grades (except the second) was within two months of the predicted performance.

C. The pupils at Walden Middle School, in the Dynamics and Influences of Culture and Environment Program (DICEP) scored higher than did the control pupils on two criterion-referenced tests; there were positive ratings on attitude scales by pupils; and there were positive ratings by teachers and pupils about DICEP.

D. The pupils at Ben Hill Elementary School did not reach the predicted quotient nor did they reach the national norm quotient; however, the third and sixth grade pupils did make their predicted quotients in reading and mathematics, respectively.

E. At Kimberly Elementary, the pupils made their predicted quotient in reading , mathematics, and on the composite data.

F. Not only did the pupils at Miles Elementary School make their predicted achievement quotient, they reached the national norm quotient in mathematics and on the composite test data.

G. The pupils at Peyton Forest Elementary School reached the predicted achievement quotient in reading and on the composite test data and, for practical purposes, the program can be considered to have met the national norm quotient.

H. At Drew Elementary School, the pupils made the predicted achievement in mathematics and on the composite test data.

I. Ninety-two per cent and above of the teachers in each of the five IAP elementary schools indicated, on a survey, that they would like to see the program continued for a third year.

On a whole, the principals and their staffs in the Instructional Assistance Schools should be praised for the instructional programs that resulted in more observable and measurable achievements by pupils and professional growth of staff members for the 1972-73 school year than was evident during the 1971-72 school year.

XIII. RECOMMENDATIONS

The following recommendations are based upon the content of this report and upon discussions between the school faculty and the research assistant:

A. In the schools where the predicted achievement quotients and/or the national norm quotients were not reached by the pupils, the reasons for not making these achievements should be investigated by grade levels.

B. In the grade levels where the pupils did make their predicted achievement quotients and met the national norm quotients, the positive aspects of the program in those grades should be applied to other grades.

C. Since the Instructional Assistance Program (IAP) lead teacher and aides have been successful in providing meaningful activities while releasing regular classroom teachers for planning and, also, assisting teachers in numerous ways; the program should be operated in a similar matter for FY 74, but strives should always be made toward improvement.

D. Since the concepts of flexible scheduling and grouping of pupils, individualized instruction with multi-media approaches, the counseling of pupils, the inservice training for the staff, and the like have helped Walden Middle School in moving towards an ideal middle school, the successes should serve as a catalyst for additional improvements at the school and as a challenge to other middle schools to show similar results.

E. The school faculties in all the IAP schools should constantly provide the pupils with activities that foster positive self-concepts and attitudes toward school.

F. The faculty in each IAP school should formulate and proceed with plans which would result in a positive and significant correlation between pupil achievement and expenditures.

G. Careful attention should be given at the end of FY 74 to the results obtained by IAP during its entire years of operation in order to eliminate funds and activities from those programs which have not produced the desired results. Further effort should be given thereafter to expanding the successful portions of IAP.